

AN ANALYSIS OF AN EAP COURSE BOOK USED IN ISLAMIC HIGHER EDUCATION

Fikry

Center for Language Development, State Islamic University of Sunan Kalijaga, Indonesia
fikry17@hotmail.com

Abstract

Selecting EAP Course book which is suitable for Islamic Studies students is not an easy job to handle. To know the strengths and weaknesses of the course book, there should be an evaluation. This study evaluates English Textbook, *Islamic Learning in EAP* which is designed for undergraduate students learning Islamic Studies at Islamic Higher Education. Two points were addressed in this study: (1) has the content of textbook meet the criteria of Language teaching principles? (2) has the textbook followed proper EAP materials and tasks?

This is a qualitative research with content analysis method. The data was the textbook of *Islamic Learning in EAP* by Ahwy Oktradiksa (2013). The content of course book was analyzed based on principles of language teaching by Paul Nation (2010) and design of EAP materials and tasks by Stoller (2016). The findings reveal the strengths and weaknesses of *Islamic Learning in EAP*. This study indicates that (1) the course book has poor quality and has not met the criteria of language teaching principles covering: (a) content and sequencing, (b) format and presentation, (c) monitoring and assessment; (2) the course book does not cover the content of EAP materials and tasks. It tends to present general English and does not stimulate to develop language and academic skills, critical thinking skills, introduce technology into learning activities and do not provide with some strategies to English test skills like TOEFL or IELTS. This study will contribute significantly to curriculum and materials developers, teachers, and students interested in EFL learning.

Keywords: EAP, textbook evaluation, language teaching principles, EAP materials and activities, English for Islamic Studies

1. INTRODUCTION

To date, it is widely acknowledged that English for Academic Purpose (EAP) is highly significant for students when studying at university as they require specific knowledge for the language learning in the academic context. In EAP course, to achieve main goal of learning both language and study skills are needed for them. However, EAP can have some significant dilemmas for both teacher and learner. For teachers, they are difficulty in preparing suitable course materials because of some problems such as shortage of time, financial problem to hire additional teacher with materials writing, difficulty in accessing specific information data, lack of creativity and self-confidence. For learners, they have less motivation in learning a specific knowledge in their discipline (www.oupeltglobalblog.com). To bridge this gap, there should be an appropriate materials as learning source both for them. EAP course book play a significant role in a language teaching since it is very useful in helping the learners learn the language in academic environment and this can be very motivational. Also it helps teachers give guideline on what to be conveyed in a language classroom.

In Indonesia, EAP teaching in Islamic Higher education indicates that its teaching reflects more on general English than a specialist discourse. Dewi (2012)

conducted a research of ESP teaching in UIN Syarif Hidayatullah. The result showed that ESP teaching was inclined to be more on general English and English textbook materials did not represent an EAP design materials, moreover, this presented grammatical activities and reading skills. They used English for Muslim Society book written by local developer and not published on the market. Additionally, Wahyudi (2014) conducted a research about textbook evaluation at Indonesian Islamic University. The findings indicated that the materials content consists of general English, not cover EAP materials. The most teacher used locally compiled materials created by local materials developer or written by non-native speaker.

There are some challenges that teachers of Islamic Higher Education have towards EAP teaching materials. Most of them create their own to compile and tailor the materials to suit the learner's need and this is a time-consuming and painstaking process. It is definitely required a creativity and some money. To solve this, in recent years many English books particularly for Islamic Studies students has published by some publishers and it can be reached on the market easily. Although these are designed by materials local developer, non-native speaker these textbooks can be a reference for both teacher and learner and they can apply its content to the learners. Due to the significance of the textbooks, it is important to note that these should represent a proper quality materials and meet the needs of Islamic studies students and their academic studies. To know whether their quality are appropriate, course book evaluation should be conducted so that the teacher could give a picture on how the lesson will be conducted and to identify in which part of book can be adapted. Also, the students could easily access and learn it easily and properly with a favorable academic situation.

One of the most widely used EAP course book in Islamic Higher Education is a book entitled *Islamic Learning in EAP* by Ahwy Oktradiksa (2013). This book is believed that the course book promoting English for Academic Purposes (EAP) learning with Islamic studies context. Therefore, this study attempts to evaluate the course book to inform its strengths and weaknesses, to offer ways for improvement as well. In relation to the topic of this research, two research questions were addressed in this study: (1) Has the content of textbook meet the criteria of language teaching principles? (2) Has the textbook followed proper EAP materials and tasks?

2. LITERATURE REVIEW

English for Academic Purposes (EAP)

EAP is a branch of ESP in which its teaching content underlies learner's requirement that acquire a set of a very specific and well-defined language-related skills to communicate successfully in the academic context. This also consists of study skills such as note-taking, summarizing, argumentation, and also development of critical thinking ability (www.cambridge.org). In EAP course program the EAP teachers are required to encourages learners to elicit ideas and activate language skills like reading, writing, speaking, listening lecture, etc. which are needed at university. They also work to develop the learner's language competence in the specific discipline which they will study in the university. Hence, EAP is designed to enable learners to succeed in academic setting. It is concerned learner needs with a particular practical need. Somehow, this program is quite different with EGP (English General Purposes) as it focuses on specific and purposeful of language. Therefore, this implies that learners should study English in

a specific academic context and teachers should focus on this in the classroom (Hyland, 2016: 17).

In relation to the EAP learning, there are some approaches to apply. Approaches to EAP consist of three points: (a) Study Skills, (b) Academic Socialisation, (c) Critical EAP. The first approach is intended to help learners solve the weaknesses in language or skills. The second approach introduces students into discourse and genre of specific academic discipline. The critical EAP emphasize on the attention to the social context (Storch, Morton & Thomson, 2016: 478-481). The representation of those approaches can be embodied into a course book.

In EAP studies, textbooks are seen as the key resources of exposure to the academic language as they provide access to a specialized knowledge. However, as the EAP's learners are required to learn more than language, they should be mainly concerned with study skills and a particular knowledge. Therefore the use of EAP materials and tasks should provide them with some guidelines in (Stoller, 2016: 577): (a) engaging in academic tasks consequences; (b) using strategies in achieving goals; (c) comprehending and producing the spoken and written genres; (d) developing study skills; (e) strengthening a critical thinking skill; (g) using IT for academic purposes; and (f) developing test-taking strategies for test types such as IELTS or TOEFL. In this study, those criteria are used to evaluate the textbook whether it represents EAP contents and activities.

Materials & Textbook Evaluation

Teaching materials play a decisive role in teaching learning since it is a valuable learning resource for both teacher and learner. Richard (2001: 254) notes that textbook is a fundamental element in a language course. A well-developed book can decide the language learning success. This is intended to provide learners with considerable input to use of language communicatively. In addition, the textbook can a substantial resource for teacher to teach and plan the lesson properly so that it suits their classroom. (www.professorjackrichards.com).

In dealing with materials, it is necessary to go over the task component, learning task design model and principles. To function effectively as an activity, a work plan, and a piece of classroom work, a task is structured by task components. Nunan (2004: 40) suggested that tasks contain six components. Those are (a) goal, (b) input, (c) procedure, (d) teacher role, (e) learner role, and (f) settings. Because a task is a part of teaching materials, a set principles is necessary in guiding and informing during developing materials. Nunan (2004: 35-38) explores that there are several principles: (1) scaffolding; (2) task dependency; (3) recycling; (4) active learning; (5) integration; (6) reproduction to creation; (7) reflection. A course design and review model by Nunan (2004) can be used to consider the learning tasks design. This model is selected since this provides opportunities for learners to focus, not only the language but also on the learning process itself. In this model, the communicative task comes after the focus on form (language analysis and practice) and this contains six stages per unit (2004: 31-35): (1) schema building; (2) controlled practice; (3) authentic listening; (4) focus on linguistic elements; (5) provide freer practice; (6) introduce the pedagogical task.

In terms of developing materials, Tomlinson & Masuhara (2004: 27-36) provide practical practice on writing instructions, using illustration and lay out and design. There are some criteria to write clear instructions such as salience, simplicity, obvious reference, specification, standardisation, sequencing, separation, and staging. In terms of illustration, visual elements are used in a materials. Those elements include photos, drawings, paintings, cartoons, graph, color backgrounds,

etc. Design and layout play a fundamental role in evaluating materials. Good layout should involve positioning, size, sequence, use of space, balance of visuals and text, separation, repetition and good materials design should be appealing, aesthetic, impactful, functionally clear, easy to use, cost effective.

Those information clearly portray a picture of comprehensive materials that can be extensive reference when designing materials. Furthermore, those can also be an evaluation that could help reflecting on the strengths and weaknesses of a materials. In dealing with materials evaluation, Tomlinson (2003: 16-36) points out materials analysis which refers to the description of materials contain and separated with the materials evaluation as the measure of materials' effect on users. Likewise, according to Tomlinson & Matsuhara (2004:1), materials evaluation refers to a procedure that involves measuring the value of a set of learning materials and discover the effect of the use of materials on their users. The materials should be evaluated underlying some principles or criteria. Candlin (1987) in Nunan (2004: 173) asserted that textbook evaluation should involve three points consisting of problematicity, implementability, and combinability. Problematicity refers to the tasks should discover various abilities and knowledge of learners, and give monitoring and feedback. Implementability covers the organizational and management complexity, and the adaptability of the task. Combinability deals with the sequenced and integrated task in which a task should be connected with one before.

Therefore, it is important to understand criteria for selecting course books especially for information and sophisticated technology era in which learners are required high standards in materials and presentation. In this study, the materials should be judged to match learner needs and principles of language learning and it is also intended to evaluate and figure out the appropriateness of EAP textbook and tasks for Islamic Students at Islamic Higher Education institution.

Evaluation Stages and Evaluation Tools

To provide a picture of evaluation stages, many experts give some opinions. McDonough & Shaw (2013) introduces two stages in evaluation. This includes an external and internal evaluation. The external evaluation offers a brief "overview" of the materials outside such as (a) the intended audience, (b) the proficiency level, (c) the context in which the materials are to be used, (d) how the language has been presented and organized into teachable units/ lessons, (e) the author's views on language and methodology, (f) the use of materials for main course or supplementary. In the internal evaluation stage, there are some criteria to evaluate: (a) the treatment and presentation skills, (b) the sequencing and grading of the materials, (c) the type of the skills in the materials, (d) appropriateness of tests and exercises, (e) self-study provision and (f) the teacher-learner "balance" in the use of materials.

Another view comes to what Tomlinson and Masuhara (2004) posits three types of textbook evaluation which cover pre-use evaluation, whilst-use evaluation, and post-use evaluation. Pre-use evaluation discovers the future potential or performance of a textbook. However, it seems impressionistic, subjective, and unreliable to judge the effectiveness of a certain textbook. Whilst-use evaluation looks over the textbook in use. The evaluation tends to be objective and reliable because it makes use of measurement rather than prediction. However it is more limited to observable aspects such as the clarity of instruction, layout, the comprehensibility of text, the flexibility of text, the achievability of the tasks, and the appeal of the materials. Post-use evaluation evaluate the textbook that have

been used to determine the actual effects of the materials on the users regarding to short-terms effects such as motivation, impact, achievability, and instant learning, and long-terms effects such as durable learning and application. Meanwhile, according to Ellis in Tomlinson (1998: 228-231), materials can be evaluated with a micro evaluation of task. This encompasses the evaluation of series of task. There are five steps for conducting a task evaluation as follows: (a). Description of the “task”; (b). Planning the evaluation; (c). Collecting information; (d) Analysis of the information collected; (e). Conclusion and recommendations.

In the recent study, pre-use evaluation is employed since the textbook entitled *Islamic Learning in EAP* by Ahwy Oktradiksa (2013) is evaluated to find a performance of materials widely utilized by Islamic students at the Islamic Higher Institutions. However, evaluation criterion-referenced was made to reduce the subjectivity. Besides, this recent study uses a micro evaluation of task to conduct because this type of evaluation attempts to show a model of comprehensive evaluation method which is effective and efficient.

With regard to the methods in evaluating materials, McGrath (2002) mentions that there are three methods to evaluate materials: (1) the impressionistic, (2) the checklist, (3) the in-depth methods. The impressionistic method refers to first glance evaluation without further structure and investigation. The method is not required evaluation tools such as guidelines or checklists the evaluation is conducted to evaluate the book for a very short time. Meanwhile, another method is in-depth method that is intended to investigate the effectiveness involving the educational actors’(e.g. teachers and students) perceptions on their experiences when using the coursebooks. The third method, is the checklist method which is often used because this is systematic, cost effective, in a convenient format, and explicit (McGrath, 2002: 27). Although checklist evaluation can be adapted and developed based on the needs of learners, according to Peterson (1998) in Kazem and Fatemeh (2014), problems with checklist are list of checklist criteria is endless and many criteria that are put on the list may be open to interpretation. Therefore, checklist adaptation and development should be underlying specific terms to avert the claim that the list is illimitable and multiple interpretation. In this study, a checklist can be constructed to figure out a textbook to judge its advantages and disadvantages.

Language Teaching Principles

Nation & Macalister (2010) group the principles of language curriculum development into three elements. The first element of principles deals with content and sequencing. They are mainly concerned with the language items, ideas, the skills, or strategies in a course and how to order the language items in the course. The principle is intended that the learner can gain a considerable resources knowledge from the course. The second element of principles is format and presentation. They closely focus attention on having set a format for lessons or units of the course and the presentation of the materials that involves the types of activities that will be used to help learning and the use of suitable teaching techniques and procedures. The third element of principles relate to monitoring and assessment and to some degree evaluation in which the aim of the principles is to observe learning, test of the result of the learning, and provide feedback to the learners about the progress (Nation & Macalister, 2010: 39-40). The detailed set of principles proposed by Nation & Macalister (2010) is presented in the table 1.

Table 1. Language Teaching Principles

A	Content and Sequencing
1. Frequency	A language course should provide the best possible coverage of language in use through the inclusion of items that occur frequently in the language, so that learners get the best return for their learning effort.
2. Strategies and autonomy	A language course should train learners in how to learn a language and how to monitor and be aware of their learning, so that they can become effective and independent language learners.
3. Speed retrieval	Learners should have increasingly spaced, repeated opportunities to retrieve and give attention to wanted items in a variety of contexts.
4. Language system	The language focus of a course needs to be on the generalizable features of the language.
5. Keep moving forward	A language course should progressively cover useful language items, skills and strategies.
6. Teachability	The teaching of language items should take account of the most favorable sequencing of these items and should take account of when the learners are most ready to learn them.
7. Learning burden	The course should help learners make the most effective use of previous knowledge.
8. Interference	The items in a language course should be sequenced so that items which learned together have a positive effect on each other for learning and so that interference effects are avoided.
B	Format and Presentation
1. Motivation	As much as possible, the learners should be interested and excited about learning the language and they should come to value this learning.
2. Four strands	A course should include a roughly even balance of meaning-focused input, language-focused learning, meaning-focused output and fluency activities.
3. Comprehensible input	There should be substantial quantities of interesting comprehensible receptive activity in both listening and reading.
4. Fluency	A language course should provide activities aimed at increasing the fluency with which learners can use the language they already know, both receptively and productively.
5. Output	The learners should be pushed to produce the language in both speaking and writing over a range of discourse types.
6. Deliberate learning	The course should include language-focused learning on the sound system, spelling, vocabulary, grammar and discourse areas.
7. Time on task	As much time as possible should be spent using and focusing on the second language.
8. Depth of processing	Learners should process the items to be learned as deeply and as thoughtfully as possible
9. Integrative motivation	A course should be presented so that the learners have the most favorable attitudes to the language, to users of the language, to the teacher's skill in teaching the language, and to their chance of success in learning the language.
10. Learning style	There should be opportunity for learners to work with the learning material in ways that most suit their individual learning style.
C	Monitoring and Assessment
1. Ongoing needs and environment analysis:	The selection, ordering, presentation, and assessment of the material in a language course should be based on a continuing careful consideration of the learners and their needs, the teaching conditions, and the time and resources available.
2. Feedback:	Learners should receive helpful feedback which will allow them to improve the quality of their language use.

In this study, the criteria of evaluation book proposed by Nation & Macalister (2010) are utilized as it provides a comprehensive and detailed items

which cover both external and internal approach to book evaluation. Furthermore, they are also concerned with assessment factor in evaluation process.

Description of the Textbook

Islamic Learning in EAP is an English textbook underlying ESP syllabus that is designed to acquire student's academic needs, particularly for students of Islamic studies at Islamic Higher education university. The content of this materials focuses on developing language learners' competence in the specific discipline of Islamic studies area that they will learn in the university. This book was written by Ahwy Oktradiksa and published in 2013.

There are six chapters in the book and it has 151 pages. Each chapter consists of three focus skills. First, *reading focus* is presented. Its topics are related to Islamic studies issues and Islamic values. This focus is equipped with *building vocabulary* and *review reading in exercise*. Second, to help learners in writing, this book put *written focus* in each chapter with which they will learn *basic structure* and *exercising structure*. The last is *conversation focus* that trains student to speak and how to pronounce.

3. METHODS

This study is categorized as a content or document analysis which was one of kinds of descriptive qualitative research (Ary, Jacobs, Sorensen, 2010: 29). As the goal of the research is to capture the holistic picture and depth of understanding to a recorded material or documents, it provides a research method to check the quality of the textbook and find out its strengths and weaknesses toward the criteria of good textbook by focusing on analyzing it comprehensively. In the recent study the textbook evaluation was conducted to investigate whether English textbook meet the criteria of proper materials according to the principles of language teaching proposed by Paul Nation & Macalister (2010) mentioned previously. Also this study attempted to discover if the textbook fit to the principles of a good EAP materials and tasks as suggested by Stoller (2016).

The main source of data in this study is the content of English textbook entitled "*Islamic Learning in EAP*" by Ahwy Oktradiksa (2013). Based on the researcher's observation, EAP or ESP textbook for Islamic Studies students is very rare on the market. It seemed that the book was interesting and became one of significant references for students of Islamic Studies in some bookstores and libraries at Islamic Higher Education Universities in Yogyakarta.

The instrument used for analysing textbook was evaluation checklist. In this study, to conduct the textbook evaluation, a checklist developed by Paul Nation & Macalister (2010) and elaborated with criteria of EAP materials and tasks design by Stoller (2016) was used. The organization of evaluation checklist are based on four points: (a) goal, content and sequencing; (b) format and presentation; (c) monitoring and assessment, (d) EAP materials and tasks and displayed on a table. Each point has been broken down into some statement items. In the table, content analysis of textbook has been presented. The table consist of questions of the five major part. To evaluate the presence and quality of materials the researcher responded to the item of checklist indicating: 1-Excellent (score 5); 2-Good (Score 4), 3-Average (Score 3); 4-Poor (Score 2); 5-Totally Lacking (Score 1). Then, to put all the mean values in the categories, a range is used to classify the mean values in classes (Widoyoko, 2013: 111). The class intervals were presented in the table. The final result of checklist used in this study to evaluate the textbook can be seen in the appendix A.

Table 2 : Mean Range Weight Interpretation (Widoyoko, 2013)

Scale	Range of Mean	Categories
5	4, 21- 5, 0	Very Good
4	3, 41- 4, 20	Good
3	2, 61- 3, 40	Fair
2	1, 81- 2, 60	Poor
1	1, 0- 1, 80	Very poor

The data were analyzed qualitatively. According to Dornyei (2007: 246), analysis content is conducted through four phases of analytical process: (a) transcribing the data, (b) pre-coding and coding, (c) growing ideas- memos, vignettes, profiles, other form of display data, (d) interpreting the data and drawing conclusion. In the first phase, the process was carried out with the purpose of reducing the data to a form that can be easily sorted by specifying the phenomena investigated if the textbook meet the criteria of a good materials. In the second phase, the researcher determine the categories or criteria of a proper materials which were formulated by Nation & Macalister (2010) elaborated with EAP materials and tasks proposed by Stoller (2016) to be used in analyzing the textbook. In the third phase, the researcher shows forms of display data in some ways to analyze the content of textbook. The last phase involved interpreting and drawing meaning from the displayed data.

4. FINDINGS AND DISCUSSIONS

In this study, the textbook was evaluated using checklist proposed by Nation & Macalister (2010) elaborated with some criteria suggested by Stoller (2016). Then those modification includes four aspects: (1) goal, content and sequencing; (2) format and presentation; (3) monitoring and assessment; (4) EAP materials and tasks. Each aspect was broken down into some items or a series of belief statement to make it easier for evaluation. A detailed description of findings is presented below.

a. Goal, content and sequencing

In regard with goal, content and sequencing, the study indicated that it is categorized as "poor". The textbook does not provide fun and attractive activities which encourage learners use the skills actively and communicatively. Also, the unit of a course does not come out with a modular pattern. The results indicate that the book does not help learners to get involved in the activities. It provides some materials with a few model, guided and free activities that are not able to develop them into independent learners. Also, it seems that the materials is designed not for the learners' want but it is created according to the author's intention. In this book, almost activities does not work communicatively.

Besides, the lesson or unit of a course is not presented in a modular arrangement. For example, grammatical patterns are not presented in an order way and graded according to level of difficulty from the easiest to the most difficulty. However, in each unit the textbook does not provide language functions. Lexical item like vocabulary is not presented in a good manner, it is only a materials that can be memorized in every chapters and is not used to apply in real communication. Moreover, there are few instances of recycling and repetition of new word. Furthermore, the language content of textbook does not provide with guided and free activities so that it cannot be used

communicatively in real life. The book has focused more on reading passage and sub-skills such as grammar and vocabulary. Meanwhile, the other skills have been given a little attention.

b. Format and presentation

In terms of format and presentation, the textbook refers to category “poor”. The lay out may not be attractive for learners as the book does not provide pictures or visuals. However, the book indicates the efficient use of text. The cover is rather interesting to encourage learners. The appearance of the book follows the principles of simplicity. It does not have colourful pages. Basically, the book is not interesting as it is not illustrated and equipped with some pictures of visual. Besides, it does not make any reference to the student’s level in English. Therefore, it is not easy to judge the level of difficulty or complexity of the language with reference to users.

Since the procedure or methodology of activities are not various in the textbook, it will less motivated for both learners and teachers. It seems that learners’ different preferences and learning styles are not sufficiently considered. However, the textbooks is easy to bring and not very expensive.

c. Monitoring and assessment

In concerned with monitoring an assessment, the coursebook refers to category “very poor”. Reviewing the textbook indicates that, a little or even absence of activities concerned with the assessment or reflection involving teachers and learners. Traditional assessment is applied in it. Also the tasks in the textbook do not provide activities such as pair feedback or the work that should be reviewed by teacher or obtaining input or feedback from the teacher. The majority of exercise and drills are text-based and structural. Therefore learners are difficult to develop their language and academic skills. These exercises rarely do involve students in developing language skills and encourage them in developing language skills or communicating ideas. The textbook does not cover skills and strategies such as scanning, skimming, guessing meaning from context, predicting, inferring, reading for main ideas, prior or background knowledge, etc.

d. EAP materials and tasks

In dealing with EAP materials and tasks, the book is categorized into “poor”. Although the textbook can be appropriate for learners who study to improve reading skills, and sub skills such as grammar and vocabulary. However, there are some points to note. The procedure in reading activities tends to general, not take into account the academic setting, particularly for academic tasks. This book attempts to give some strategies in learning, although it is more mainly focusing model tasks and also limited on reading, vocabulary, and grammar. This book is poor in arousing learners get involved activities. They are asked to only work with reading comprehension, grammar, and vocabulary. Meanwhile they are not encouraged to develop language and academic skills, critical thinking skills. This book also does not provide or introduce technology into learning activities, for example audio CD or VCD to support language skill activities. In addition, the learners are not provided with some strategies to English test skills like TOEFL or IELTS.

5. CONCLUSION AND SUGGESTIONS

To sum up, the English textbook entitled “*Islamic Learning in EAP*” by Ahwy Oktradiksa (2013) is evaluated in the perspective of language teaching principles by Nation & Macalister (2010) and EAP materials and tasks design criteria suggested by Stoller (2016). In the first perspective, three principles underlie the textbook evaluation of this study. Those principles include: (a) goal, content and sequencing; (b) format and presentation; (c) monitoring and assessment. In the second perspective, the study investigates the textbook if it is suitable with EAP content and activities.

Generally, the textbook can be appropriate for Islamic students at Islamic Higher Institution to enhance their language skills especially for a reading skill and in a specific knowledge at the academic context. However, there needs much improvement in the textbook. In the view of language teaching, the textbook seems to be poor in quality and lacks of language tasks which help them learn more at the academic context. In terms of goal, content and sequencing, the idea of textbook is designed according to the author’s intention and rather difficult to be developed into an independent learners. In regard with format and presentation, although the appearance of the book is interesting and the procedure of the activities does not vary, the book is rather cheap and easy to bring. In concerned with monitoring an assessment, there are no an assessment and reflection activities involving teachers and learners in the book. The textbook seems to provide exercises in reading passage and do not offer a feedback both from the teacher and learners. In dealing with EAP materials and tasks, although the author claim it be an EAP textbook aiming at taking the learners to have language and academic competence, this book is not good to use when studying EAP since this does not cover academic and critical thinking skills.

The finding of the present study bear significant implication for teacher to make some adaptation to deal with the weakness of the book. For the materials developer, the textbook should re-designed to meet the needs of the learners in their discipline and academic skills. For the policy makers, the Islamic Higher Education institution should impose to make a guideline of writing of EAP book for Islamic Studies which refer to Indonesian National Qualification Framework (KKNI).

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Appendix

No.	Areas and items	E	G	A	P	TL	Score	Category
1.	GOALS,CONTENT, AND SEQUENCING			√			3	
						√	2	
						√	2	
						√	2	
						Σ	9	
						Mean	2,25	Poor
2.	FORMAT AND PRESENTATION					√		
				√				
						√		
			√					
						Σ	11	
						Mean	2,75	Poor
3.	MONITORING AND ASSESSMENT					√		
						Σ	1	
						Mean	1	Very Poor
4.	EAP MATERIALS AND TASK					√		
				√				
						√		
						√		
							√	
							√	
						Σ	12	
						Mean	2,00	Poor

E : Excellent
G : Good
A : Adequate
P : Poor
TL : Totally Lacking